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ABSTRACT

A thorough investigation is attempted of efforts to apply hypnosis and suggestive learning techniques to education in general and specifically to second language learning. Hypnosis is discussed in terms of its dangers, its definition, and its application. Included in this discussion is a comparison of auto- and hetero-hypnosis, an overview of the suggestibility factor, and a discussion of Dale's nine possible uses of hypnosis and suggestion in education, with reference to current educational and psychological research and second language learning. The Lozanov method of suggestopedia is summarized as an example of suggestive learning techniques specifically used for teaching a second language. There is also a synopsis of up-to-date research in hypnosis and education, and a review of current experimentation with hypnotic and suggestopedic teaching techniques in the West today. After a thorough examination of the material presented and the resulting implications, it is concluded that hypnosis of a light plane, and particularly hypnotic technique, can be a valuable tool for educational purposes and for language learning. (Author)

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HYPNOSIS AND LANGUAGE LEARNING

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Hypnosis and Language Learning

Hypnosis is a technique that allows an individual to be open to suggestion and the technique may be practiced by one individual upon another or others, or by an individual upon himself. Hypnosis is not new, it goes back to the Bible (Glasner, 1955) and has appeared in various cultures through modern times. One of the most respected uses of hypnosis has been by the medical profession for both physical and emotional problems. Evidence exists that with care and discretion this technique can be applied both in a learning clinic situation and in modified form in the classroom to enhance language acquisition.

Hypnosis to Expedite Language Learning

The subject of hypnosis is inherently interesting because of the little understood aspect of subconscious learning. This study is a result of the conviction that current educational methods do not take advantage of subconscious avenues to facilitate learning. Hypnotic teaching techniques are being used in classrooms, laboratories, and clinics in countries such as Bulgaria, (Bancroft, 1976) Australia, (Porter, 1978) and Italy (Science Digest, 78:9 Ag. '75). Despite reservations on the part of U.S. academicians[1A], teaching methods utilizing mild hypnotic suggestion are being tried on a limited basis in the United States. A few schools in Texas, Illinois, Kansas, New Mexico, California and Iowa have experimented with the power of suggestion in the classroom.(Fincher, 1978:64) In California, hypnotic techniques

are being used on a private basis to teach various forms of reading improvement such as to increase speed and comprehension and build vocabulary. The affective part of learning is an important but neglected area. Hypnosis might provide an efficient means to expedite language learning that requires no drugs, no laboratory setting, and no manipulation of personal integrity. According to authorities on hypnosis, it is a voluntary method that can be used in conjunction with other educational tools to enable teachers to reach their students through the subconscious, thereby helping them to lower barriers that interfere with the learning process. Relaxation, increased concentration, a more positive mental attitude toward learning, and an improved feeling of self-worth are the primary benefits derived from the technique. For the student who has reached an impasse, as well as for the student who would like to move along more quickly, hypnosis could be a valuable aid.

Although this technique has been ignored as an educational tool because of the obvious association of hypnosis with the occult and with charlatans or because of fear of that which is not understood, to ignore the good because of bad associations would be unfortunate. According to psychologists, doctors and hypnotists, hypnosis is not a dangerous tool in and of itself, but only if abused or in the hands of a dangerous person. Clearly, this technique to be used in the field of education would require a person of high integrity. Training in both the field of educational psychology and in the professional techniques of hypnosis would be advisable, as well as membership in either the American

Society of Clinical Hypnosis or the Society of Clinical and Experimental Hypnosis which are professional organizations for psychologists, psychiatrists, physicians and dentists who use hypnosis in their work. (Krippner, 1971:11-12) Standards for certification should be established for use of hypnosis as an educational tool similar to those for special education teachers.

Sources

Research for this paper included interviews, either personal or by telephone, and follow-up on recommendations for further study from the following experts in the fields of psychology, education, hypnotism and medicine:

Dr. John F. Kihlstrom, an assistant professor at Harvard University in Cambridge, Massachusetts, is currently teaching a class on special states of consciousness and has conducted numerous laboratory experiments on those aspects of hypnosis dealing with memory and recall, the results of which are published in leading professional journals and have been cited in various textbooks and magazines. (Bowers, 1976; Evans and Kihlstrom, 1975; Switzer, 1979)

Leslie Ann Williams, a certified teacher, has taught at the elementary, secondary and college levels, and has had professional training in hypnosis. She is now regional director of Hypmovation Inc., a private California-based company, where she teaches by means of hypnosis techniques and behavior modification to facilitate the acquisition of language skills and to deal with various learning problems and disabilities.

Others interviewed include: Dr. Ralph Alan Dale, a psychologist whose article "Hypnosis and Education" (Dale, 1972) is frequently quoted in this paper; Dr. Doris Gruenewald, who is a hypnotherapist on the staff of the Psychosomatic and Psychiatric Institute at Michael Reese Hospital, Chicago, Illinois; Dr. Erika Fromm, a hypno-therapist and the editor of the Journal of Clinical and Experimental Hypnosis; Dr. Joseph Thomas, M.D., who uses hypnosis for medical purposes at the Rehabilitation Institute in Chicago; Edwin L. Baron, director of the Hypnotism Institute of Chicago, a hypnotist who conducts classes in self-hypnosis and general hypnotism, and who practices hypnosis for therapeutic and entertainment purposes; Charles Allen, executive secretary of the Association for Promotion of Ethical Hypnotism.

Sources consulted dealt with hypnosis and linguistics and were published in both current popular magazines and professional journals on psychology, education, linguistics, and hypnosis as well as source material reprinted in ERIC Document Reproduction Service.

Hypnosis: Definition and Application

What is Hypnosis? Doctors, psychologists, hypnotists, and the man in the street may all try to define it but they probably will

all come up with a different definition. "Hypnosis...refers to a complex phenomenon that cannot even be described in a few words and that is still harder to define." (Encyclopedia Americana, 1976:679) "...a single condition that can best be described as an 'altered state of awareness characteristically accompanied by increased suggestibility, which is brought about in some individuals, the subjects, through the use of certain procedures by another person, the hypnotist.'" (International Encyclopedia of the Social Sciences, 1968:33) "A state that resembles normal sleep but differs in being induced by the suggestions and operations of the hypnotizer with whom the hypnotized subject remains in rapport and responsive to his suggestions..." (Webster's Third New International Dictionary, 1976)

Dr. Ralph Alan Dale alludes to the fact that it is unfortunate that hypnosis is derived from the Greek word, hypnotikos, which means, to sleep, because it is not the state of sleeping nor the state of waking, but is in fact a state that exists somewhere in between the two in which the subject is susceptible to a high degree of suggestibility. The achievement of hypersuggestibility is reached on the part of the subject by means of a process of physical and mental relaxation induced by someone in whom the subject has placed his confidence and from whom the subject is willing to accept suggestions. "Hypnosis, or trance, is simply that relaxed state in which a person is more suggestible than he usually is in the waking state. There are degrees of relaxation and suggestibility, and therefore degrees of trance." (Dale, 1972:7) Hypnosis can be described but no one has been able to formulate a theory that fits in every respect. (LeCron, 1973:4)

Experts at a New York symposium given this winter by the Institute for the Study of Human Knowledge, in cooperation with the Albert Einstein School of Medicine, admitted that they do not know exactly what the hypnotic state is nor whether it varies from person to person. In order to avoid further controversy at the symposium, they agreed to refer to a hypnotized person as "experiencing an altered state of consciousness". (Switzer, 1979:289)

For purposes of this paper there are two types of hypnosis to which we are going to refer - autohypnosis (self-hypnosis) and heterohypnosis (conventional hypnosis). One might assume that the two phenomena are essentially identical. However, it has not as yet been scientifically determined whether they are either similar or different states of consciousness. In a study of experimental and behavioral differences between autohypnosis and heterophynosis it was found that the need for heterohypnotic training prior to self-hypnosis appeared questionable. The subjects who underwent heterohypnosis experienced more feelings of unawareness, passivity and loss of control. Therefore it was suggested that since self-hypnotized subjects felt more aware, active, and in control, autohypnosis used outside of therapy sessions, might be more acceptable than heterohypnosis. (Johnson and Weight, 1976:7) Hetero-suggestion is usually more effective than auto-suggestion but both are effective. The deeper the hypnotic trance, the more the subconscious mind tends to accept suggestion. (LeCron, 1973:4)

Investigators tend to agree that hypnosis is not a single condition, but rather embraces a continuum of suggestibility ranging from the light trance, in which the subject is somewhat more suggestible than under ordinary working circumstances, to the deep trance in which maximum suggestibility exists. (Dale, 1972:7-8)

There are many instances in which hypnotic techniques are utilized and neither the hypnotist nor the subject are even aware of them. Television advertising compaigns, religious indoctrination, political campaigns and education are areas in which these techniques are frequently employed. (Dale, 1972:8) The classroom teacher has a captive audience. If effective, the teacher is able to establish rapport with the students by activating alert interest and better concentration. Inherent in hypnotic technique is the rapport established between teacher and student, affording individual student attention. Rapport and individual attention in themselves enhance learning. "Because suggestion is a frequent concomitant of the teaching process, it is likely that many educators have, without knowing it, used some form of hypnosis in many of their most successful pedagogical efforts. Classroom teachers use hypnotic principles when they attempt to relax their pupils before embarking on a difficult assignment...Hypnosis in one form or another, has long been used as an educational tool." (Krippner, 1971)

Hypnosis has been defined as heightened responsiveness

to suggestion. But if hypnosis is to be considered of possible value as an educational tool, it is necessary to understand the concept of susceptibility or the person's aptitude for hypnosis. There are individual differences in hypnotic susceptibility. It has been proven through a variety of clinical studies that some people are more susceptible to hypnosis than others and that there is, according to Bowers, a "plateau hypnotizability" for each individual or a potential level of hypnotizability beyond which one cannot progress. "...Preplateau performances reflect an amalgam of this basic hypnotic ability and other extraneous factors that by and large detract from an optimal, or plateau performance. These extraneous factors can include all manner of attitudinal and affective variables, such as the subject's unfamiliarity with hypnosis, suspicions about the hypnotist's competence and integrity, faulty stereotypes about hypnosis, anxieties and apprehensions flowing from these uncertainties, and so on..." (Bowers, 1976:82-83)

Prior to any introduction to hypnosis each person has a certain susceptibility to hypnosis and/or suggestion that has been developing since childhood much as one's I.Q. develops. Children are considered by hypnotists to be highly suggestible. That is why they seem to learn from their experiences without apparent effort. It is almost as if they learn by means of osmosis. They are able to use all of their faculties for learning

without interference from extraneous factors. It is thought that they may have a higher susceptibility to hypnosis, or at least a higher potential, at a young age than when they are older and the ability has stabilized and their "plateau-hypnotizeability level" has been established. "In sum, we know that hypnotic susceptibility remains fairly stable in children over relatively short periods of time (a year or two) and also that it remains reasonably stable in adults over long periods of time. But it is also true that hypnotic susceptibility does not show genuinely long-term stability in children until they begin to approach late adolescence." (Bowers, 1976:68)

There is also a term called waking suggestibility that refers to suggestions given in testing situations for motor and sensory alterations to a person who has not been previously hypnotized. "...The correlations between waking and hypnotic suggestibility are impressive and suggest that, by and large, people who are responsive to hypnotic suggestions are also responsive to waking suggestions and people who are low in one tend to be low in the other." (Bowers, 1976:89)

Experiments have been conducted in which subjects have been given practice and training in hypnosis. The results have shown that hypnotic susceptibility can be improved by means of practice and training in hypnosis but that a person's initial susceptibility level tends to limit his final level of susceptibility regardless of the amount of hypnosis training that he

receives. (Bowers, 1976:81) It is concluded that moderately susceptible subjects may become highly susceptible to hypnosis with training and low-susceptible subjects may become moderately susceptible but that there is no technique that has been devised that can regularly change initially unsusceptible subjects into highly hypnotizable ones. "Thus, the 'power' of the psychological environment to establish deep hypnosis is limited by the initial hypnotic abilities of the person being hypnotized." (Bowers, 1976:84)

Erika Fromm states that hypnosis technique has undergone a change in the past thirty years and that the authoritarian method of hypnosis is no longer in vogue. She describes a "wonderful" new method whereby hypnosis helps people to unfold all their innate abilities. (Fromm, interview November 1978)

There are two types of hypnosis, one is the authoritarian or directive type which is negative, commanding, generally manipulative, and fear oriented while the other is the approving or non-directive type which is explanative, positive and permissive. Stage hypnotists use the negative trance while education should employ only the positive trance. (Dale, 1972:4) "...educational hypnosis should emphasize auto-suggestion. Far from inducing a dependent relationship based upon fear, the positive trance and auto-hypnosis have the potentiality of revealing mental and physical capacities which can only enhance the individual's feeling of self-power and self-respect. In stage hypnosis, it is the hypnotist who is the performer and manipulator, and the subject, the manipulated.

In educational hypnosis, it is the student who is the performer. No one is manipulated." (Dale, 1972:4)

There are several incorrect assumptions on the part of the general public about people who are highly susceptible to hypnosis. It is thought that they must be very passive, weak-willed and helpless in the face of a stronger person. "As it turns out, acquiescence, deference, and gullibility refer to traits that bear only a very superficial resemblance to what goes on in hypnosis...In fact the hypnotic experience is not characteristically submissive in nature, even though hypnotic behavior may appear to be. Submissiveness implies a yielding to external pressure out of some combination of duty, fear and habit..." (Bowers, 1976:116)

There are dangers inherent to hypnosis just as there are dangers in almost everything we do. Because of the intangible nature of hypnosis, the dangers have been greatly exaggerated. It is important to be aware of what the real (not the imagined) dangers are, and to learn what to do to minimize them. A common fear pertains to the danger of a prolonged trance-like state. While Dale says that a prolonged trance-like state is not a danger, (Dale, 1972:4) many of the authorities interviewed say that the main concern is being able to recognize psychotic and prepsychotic subjects for whom hypnosis might be dangerous. (Fromm, Thomas, Gruenewald, Kihlstrom interviews, October - November, 1978) The concern of the classroom teacher is the <u>normal</u> individual who wants help in learning. If, after careful

screening, an individual displays any kind of abnormal behavior, he or she should be prohibited from participating in the program.

Studies have been cited that systematically investigated symptoms of discomfort following hypnosis in which none of the aftereffects persisted indefinitely and most were over in less than an hour. "Ironically, there seems to be little or no relationship between depth of hypnosis and the occurrences of aftereffects just as there seems to be little relationship between depth of hypnosis and its therapeutic effectiveness... these aftereffects support the view that hypnosis involves a sort of 'primitivization', or regression, of psychological functioning...that many subjects enjoy immensely but that others find threatening and distressing." (Bowers, 1976:100)

One of the greatest dangers of hypnosis and suggestion is the possibility of its being used for negative social, political, or psychological purposes. "But knowledge is always potentially dangerous. It has the power to enslave as well as to liberate. The best guarantee that knowledge will be utilized positively is to disseminate it as widely as possible. There is no safety in suppression of ideas and techniques. There is safety only in maximal exposure, education, and freedom of exchange. And so it is with hypnosis and suggestion." (Dale, 1972:5)

Dale lists nine possible uses of hypnosis and suggestion in education. He emphasizes the fact that light trance, utilizing the effects of suggestion by means of hypnotic-like techniques

during the waking state, makes hypnosis more practical and available in education and is all that is required for all nine educational applications of hypnosis and suggestion to which he refers.

1) To Reinforce Positive Habits and to Relinquish Negative Ones

Hypnosis is commonly used by psychologists, psychiatrists, and hypnotherapists for the making and breaking of habits. The general public is aware of the fact that hypnosis can be an effective aid for some people in treating such problems as smoking, overeating and alchoholism. "There is no clear demarcation between those habits and behavioral patterns that lie inside and those that lie outside the province of education. Human behavior in or out of schools involves learning or unlearning. However, some habits are more directly involved than others with the problems of institutional learning, for example, study habits, speech pathology, or reading habits." (Dale, 1972:9-10) While some studies have shown that hypnosis can improve study habits and concentration and provide successful treatment for speech, hearing and reading problems (Krippner, Sears) other studies do not establish any differences between reading improvement and skill learning for those subjects exposed to hypnotic techniques and those not. The results were surprising to the investigators and it is concluded that the variables in the studies will have to be further analyzed. (Willis, Swiercinsky, Coe, Cole).

2) Expanding Consciousness by Increasing Sensory and Sensual Response

"Hypnotism may be used to explore and expand intuitive

consciousness by increasing sensory responsiveness and sensuality. Trance can be much like a drug 'trip', a psychedelic voyage in which sense perception and sensuality are heightened. It is in fact, a marvelous and safe alternative to the current use of dangerous drugs for these purposes." (Dale, 1972:11)[1] Hypnosis can be used to enhance creative participation in and enjoyment of the learning situation. In this respect it can be especially valuable in the study of the arts and of the social and physical sciences. For example, hypnotic techniques can enable a student to relive a chapter in history or to immerse himself in the beauty of a musical presentation, making the information acquired more meaningful and less easily forgotten. Hypnosis also helps to improve visual perception and recall. (Dale, 1972:14)

In an experiment designed to determine whether foreign language pronunciation could be improved through hypnosis, it was concluded that although the hypothesis that hypnosis would improve pronunciation was not significantly supported, the results indicate that self-described "deeply" hypnotized subjects performed significantly better than less well hypnotized subjects. (Schumann, Holroyd, & Campbell, 1978) It is thought that the ability to approximate native-like pronunciation in a second language is related to the capacity for permeability of ego boundaries. "Grammar and syntax are the solid structures on which speech hangs, lexis the flesh that gives it body, and pronunciation its very core. Pronunciation is the most salient aspect of the language ego, the hardest to penetrate (to acquire in a new language), the most difficult to lose (in one's own)."

(Guiora, 1972, quoted by Schumann, Holroyd, & Campbell, 1978:143) The results of this study would indicate that while in a deep trance the subjects were able to internalize the target language sufficiently to be able to pronounce it like a native speaker.

3) Increasing Concentration

"Hypnosis increases concentration by narrowing the field of awareness to those ideas and materials relevant to the task at hand." (Dale, 1972:16) Numerous studies are reported by Dale to indicate that hypnosis does help to improve concentration. The ability to concentrate is a prerequisite to any learning endeavor. To be able to concentrate one must also be able to relax and relaxation is an intrinsic part of the hypnotic technique.

4) Aiding Memory

"...Hypnosis has the effect of relaxing the recall-inhibiting mechanisms of the brain. Under deep hypnosis...the brain appears to be able to release, with remarkable clarity and completeness, information stored and repressed from early childhood." (Dale, 1972:17)

Hypermnesia, the increased ability to recall, is often referred to as super-memory. It is considered to be one of the many benefits that hypnosis offers to facilitate learning. A number of studies conclude that hypnosis does enhance recall of

meaningful material to a significant degree. (Dale, 1972:17)

Dr. John Kihlstrom is more cautious about the advantages of hypermnesia. He stresses that there are "severe" limitations on how helpful hypnosis may be for this purpose. He says that improvement may not be great and that it is difficult to separate reality from fantasy. He claims that the subject could be convinced that what he thinks he remembers is accurate when it is not accurate (confabulation).

Kihlstrom does admit however, that from anecdotal reports and from clinical support that hypnosis can produce and enhance memory. He says that clinical studies in the U.S. indicate that hypnosis is useful and effective only if the material is meaningful (not out of context) and if it was well learned at some previous time. In other words, the material would have to be already present in the memory and available for recall in order for hypnosis to be effective. (Kihlstrom, interview October 1978).

5) Building Motivation

Hypnosis can help to build motivation for learning in many different ways. Leslie Williams says that it provides a catalyst for change. She says that it implies and necessitates an acceptance of self-responsibility, the desire and motivation to change and a commitment to growth and development. The increase in pleasure resulting from heightened sensualization is also thought to be a motivating factor as are learning through increased

emotional response and involvement. Success itself, by means of improvement in study habits via hypnosis, can provide a psychological lift and cause increased motivation and effort. One more factor suggested by a number of investigators might be that the rapport established between the hypnotist and the hypnotized could provide the personal attention needed and the self-confidence to increase motivation.

Dale cites studies that confirm that hypnosis and post-hypnotic suggestion improve performance. "It is not always clear whether the improved performance is the result of increased motivation, improvement in concentration, perception, or memory, release of "mental blocks", reduction of anxiety, or some combination of these. Nevertheless, these studies indicate significant performance improvement through the use of hypnosis techniques." (Dale, 1972:18)

6) Releasing Mental Blocks

"Hypnosis is very effective in releasing 'mental blocks' partly because of its effectiveness in relieving anxiety, partly because it permits a greater success in learning by increasing the ability to concentrate, perceive, and recall, partly through heightened suggestibility that may directly negate the 'mental blocks' and bad habits." (Dale, 1972:18-19)

Dr. Kihlstrom agrees that hypnosis can occasionally be effective in removing psychological blocks to learning acquired because

of negative experiences. Leslie Williams considers the accumulation of negative experiences, which create self-doubts, to be one of the prime causes of learning problems.

7) Reducing Anxiety

An article on anxiety research and foreign language learning states that there are two different types of anxiety, debilitating anxiety and facilitating anxiety, both of which can be present during second language acquisition. Hypnosis can be helpful in reducing debilitating anxiety. The results of anxiety research in applied psychology indicate what language teachers have always known, that students learn better in a supportive, non-threatening environment. (Scovel, 1978:140)

"Hypnosis can reduce anxiety directly through suggestion, and indirectly by facilitating success in performance.

Hypnosis has direct physiological effects which can help the body and mind cope with stress situations such as test-taking, speech-making, or public performance of any kind." (Dale, 1972: 19)

There are numerous studies that show that test anxiety can be relieved by means of hypnosis and in many cases there is a concomitant improvement in performance.[2] Hypnosis has also been of value in lessening anxiety related to speech disorders, athletic performance, and performance in music, dance and drama. (Dale, 1972:20)

8) Increasing Original and Divergent Thinking

"There is evidence that hypnotism and suggestion can increase creative and divergent thinking." (Dale, 1972:20)

"Certain aspects of creativity...have been linked to hypnosis...In analyzing the hypnotic state, Krippner (1963) draws attention to the similarity between hypnosis, some processes of changed consciousness, inspiration and creativity. It is precisely because of this similarity that creative processes can be facilitated by hypnosis." (Raikov, 1976:259-260)

According to Zen philosophers, conscious, aggressive striving toward a goal can inhibit creative performance. It is the more relaxed attitude toward the creative goal achieved by means of hypnosis that permits its accomplishment. (Dale, 1972:21)

9) Developing Self-Confidence and Self-Power

An enhanced self-image is a logical consequence of effective self-hypnosis in learning. Leslie Ann Williams who uses self-hypnosis as a teaching technique writes in a personal letter, "By learning to use the subconscious, by learning to release stored input, the child is gaining self-confidence, improving his/her self-image which leads to further learning and growth, which leads to more self-confidence ad infinitum with this cyclical process."

Dale's view furthers the concept of improved self-image. "Hypnosis is a powerful tool to help us overcome feelings of

helplessness and hopelessness. Educational hypnosis and hypnotherapy can nurture an awareness of the enormous power that lies relatively unexplored and unused in each of us. The release of physical, mental, and emotional potentialities under trance can lead to a fuller psychological and social appreciation and use of oneself." (Dale, 1972:26)

The following is a summary of many of the research studies that have been done on hypnosis and learning to date. Jeannie Porter's extensive summary might better have been quoted in an addendum than in the body of this paper. However, its pertinence is such that it seems highly appropriate to include at this point. "A scattering of studies lends support to the idea that hypnosis may be beneficial to the learning process. However, clinicians have usually accepted their patient's subjective reports of improvement as adequate substantiation of their method. Consequently, little hard research offers objective evidence. Scant attention has been given to specific effects of hypnosis on the varying aspects of the learning process (e.g., memory, new learning, achievement motivation, test anxiety, confidence in ability, creative thought).

"In reviewing the benefit of hypnosis with recall Dhanens and Lundy (1975) maintained that meaningfulness of material, motivation to learn, and hypnotic susceptibility are influential variables. Studies in this area range from recall of nonsense material (Mitchell, 1932; Rosenthal, 1944; White, Fox & Harris, 1940); paired-associates (Huse, 1930; Young, 1925); poetry

(London, Conant & Davison, 1966; Rosenthal, 1944; White et al., 1940); to recovery of a foreign language (As, 1962; Raikov, 1968, 1969). Krauss, Katzell, and Krauss (1974) further examined free-recall learning as affected by hypnotic time distortion.

"When considering new learning, studies vary in sampling of educational levels from primary to tertiary and in specification of education from classic to remedial and institutional. Illovsky and Fredman (1976) advocate the use of relaxation procedures in calming the emotional aspect of hyperactivity in children, with subsequent benefits to attention span, motivation, and behavioral management.[3] General use of hypnosis in schools is recommended by Astor (1971) and supported by clinical studies at primary (Mutke, 1967), secondary (Illovsky, 1967) and tertiary (Krippner, 1963) levels. Benefits of hypnosis on concentration and motivation exceed those of suggestion only (Fowler, 1961). Use in the remedial context is supported by Estabrooks and Gross (1961) and Illovsky (1963). A later review by Krippner and Bindler (1974) examined the influence of hypnosis on attention and motivation.

"Where anxiety is encountered in the learning situation and in test recall, the specific effect of increased relaxation with hypnosis lends itself to direct clinical application. Such benefits seem taken for granted in the literature as shown by the multitude of desensitization studies. The 'relaxing away' of situational anxiety (Arkowitz, 1974) is promoted by Goldfried (1971) as a realistically acquired coping skill.

"With the focus on realizing personal capabilities, Hilgard (1965) has demonstrated the apparent enhancement of performance with hypnosis. As early as 1932, Schultz proposed the development of potential through autosuggestion. Raikov (1973) maintains that an increase in potential abilities can be realized through conscious control of seemingly involuntary states. Such considerations are based on the investigation of hypnosis in relation to creative throught. Creative achievements in hypnosis seem a feasible accomplishment (Bowers and Bowers, 1972), given that the person displays an actual need and the setting favors the meeting of that need. Similarities become apparent between the creative process and the hypnotic state by way of common use of fantasy (Bowers & van der Meulen, 1970). Fromm, Oberlander, and Gruenewald (1970) suggest that hypnosis actually enhances the basic creative process. Support comes from correlates of hypnotizability with creative imagination (Bowers & Bowers, 1972; Krippner, 1968) and use of hypnosis with creativity (Gur & Reyher, 1976; Sanders, 1976)." (Porter, 1978:63-65)

It is difficult to define the difference between hetero-hypnosis, auto-hypnosis, hypnotic techniques and the use of suggestion. The results of these ministrations appear to fall on a continuum with a deep hypnotic trance state at one extreme and a normal receptivity to suggestion at the other. "Who is kidding whom? Is it not obvious that it is just the degree (the depth) of hypnosis that is under discussion? If any suggestion

(input), whether it be auto- or hetero-suggestion, is accepted and acted upon favorably (output, internal or external behaviour), hypnotic techniques have accomplished their purpose. Whether hypnosis per se (considered the ultimate state of receptivity to suggestion) is utilized, or whether the plane of hypnosis is so light that classical signs are absent, is immaterial if behaviour has been influenced beneficially.

"Therefore, a hypnotic technique IS hypnosis. That hypnosis is a function of normal behavior needs no support, as witnessed by its frequent spontaneous occurrence in both humans and animals. However, the 'deliberate' use of this normal mechanism to influence behavior, is the reason for studying and learning hypnosis. But actually, what is being learned are the variations -- the individual differences -- of human behavior and not hypnosis by itself." (Bartlett, 1971:278)

Numerous journal articles exalt the many benefits of hypnosis. In the United States however, little attempt has been made to utilize hypnotic techniques within the educational system. In Bulgaria Dr. Georgi Lozanov, an M.D., psychotherapist and yogi, has developed a method entitled "Suggestologiia" which encompasses his theories of suggestology, the scientific study of suggestion and Suggestopedia, the application of suggestion to pedagogy. (Bancroft, 1976)

Lozanov claims that suggestology is <u>not</u> hypnosis because with suggestology you are always in the waking state and aware of your surroundings. After discussions about suggestology with yogis

in India, Lozanov concluded that the "suggestive state", rather than specific Yoga exercises, might provide the key to their inexplicable paranormal powers. (Ostrander and Schroeder, 1970: 286) "Suggestology is the scientific study of suggestion. It is a method of reaching and making use of the unknown reserves, powers, and abilities of the human mind. It overlaps with parapsychology." (Ostrander and Schroeder, 1970:285)

Dr. Lozanov's knowledge of yoga led to his investigations of hypermnesia in yogis in Bulgaria and India where hypermnesia was used to preserve the oral traditions for future generations. Exceptional Brahmin children were given a special kind of training at an early age in order to develop super-memory enabling them to learn the vast body of ancient teachings by heart. "Certain yogis had, as their sole occupation, the memorization of sacred writings so that, even if all the ancient books of India were destroyed and only one yogi remained alive, he would be able to restore the entire literature from memory." (Bancroft, 1976:4)

In 1967 Dr. Lozanov was impressed by a demonstration of hypermnestic abilities regarding figures and objects by a Bombay yogi. The yogi had developed his computer-like memory after three years of yoga exercises. Dr. Lozanov studied the yoga exercises. "...the yoga investigations of Dr. Lozanov and his staff comprised two aspects: (1) an investigation of the physical exercises of Hatha yoga and a scientific measurement of changes in pulse and brain waves that occurred with each posture or

asana: (2) a consideration of Raja (or royal) yoga with its emphasis on mental concentration, self-discipline and meditation. Attention was paid to the ties between Hatha yoga and Raja yoga, to the links between the Savansana posture and a state of relaxation, between certain breathing exercises and a state of mental concentration." (Bancroft, 1976:5) Dr. Lozanov adapted some of the yogi's exercises for use in the classroom so that students learning basic factual material could reproduce a modified form of super-memory. He used this method to teach foreign language classes. (Bancroft, 1976)

"...a course at the Institute of Suggestology begins with a certain preparatory training, the aim of which is to accelerate the teaching of a given subject though suggestion (or auto-suggestion), under favorable conditions of physical and mental relaxation (auto-relaxation derived from yoga). According to the original Lozanov thesis, mental concentration combined with a particular form of self-realization creates conditions for activiating the auto-suggestive mechanisms and hence the capacities of the unconscious (or reserves of the mind)..." (Bancroft, 1976:5)

Dr. Lozanov states, as do many of the books and journal articles read in preparation for this paper, that the phenomenon of suggestion exists in a wide variety of disciplines or areas. As an example he uses advertising wherein specific methods are used to hit below the level of consciousness to encourage the public to buy products without their being aware of the reasons

for which they are purchasing the products in question. He also mentions the suggestive power of religion and education. He talks about the dynamic teacher who, without any obvious effort, is able to teach effectively and maintain discipline.

"Lozanov claims that the subsensory stimuli or signals coming from the milieu or from a given individual or group may affect us more directly than phenomena perceived by the conscious mind. Such elements in the pedagogical process as the physical set-up of the classroom, the teacher's facial expression, tone of voice, attitude toward the students -- all of which constitute signals directed toward the unconscious -- may be more directly responsible for results achieved by the students than the actual logical presentation of the material taught." (Bancroft, 1976:8)

He goes into the three elements which he maintains prove the existence of the unconscious; the unconscious mental activity during sleep (dreams), the unconscious mental activity during hypnosis and the unconscious mental activity during a normal state of wakefulness (the absorption of subliminal stimuli from the environment).[4] Soviet hypnopedia or sleep-learning which makes controlled use of unconscious mental processes during sleep for purposes of instruction in basic factual information is discussed at length. (Bancroft, 1976:15)

In the United States studies have been conducted to determine the feasibility of sleep learning. One such study states that "Investigations of sleep learning (hypnopedia) in the Soviet

Union have not, generally, taken account of the current developments in the West in regard to sleep and dreaming, and have found somewhat different results." (Cooper & Hoskovec, 1972:102) The study concluded that learning during sleep was possible but not practical. Dale offers a word of caution about sleep learning. "Research has not yet shown what physiological sacrifices the body and mind must make when sleep is utilized for goal-oriented mental processes." (Dale, 1972:6) Bowers, after reviewing a number of studies on sleep learning, including a study that attempted to replicate Russian investigations of sleep learning concluded "...although the evidence for sleep learning is theoretically exciting, learning while asleep is nowhere near as efficient as learning while awake." (Bowers, 1976:131)

Lozanov emphasizes that hypnotic hypermnesia is one of the essential manifestations of unconscious mental activity under hypnosis. He alludes to the fact that hypermnesia may be useful not only in the hypnotic state but also in the suggestive atmosphere of the waking state. At the Institute of Suggestology researchers conducted experiments which led Lozanov to conclude that subsensory support can become an efficient means for increasing the number of words memorized. "In the suggestopedia language class, the 'subliminal method' evolved into (or rather, was combined with) the 'whispering method' used in Soviet-inspired psychotherapy in which therapeutical suggestions are presented in a whisper, under the threshold of the conscious hearing of the patient, in order to overcome anti-suggestive barriers (or mental blocks to suggestion)

and to affect the unconscious mental activity." (Bancroft, 1976:26)

Dr. Lozanov and his staff examine the relationship between unconscious mental activity and suggestion in the classroom. It is necessary that the students be in a suggestible state consisting of relaxation and concentration while receiving appropriate suggestions from the teacher. One of the principal suggestive techniques employed in the Lozanov classroom is the use of authority.[5] It is thought that direct verbal suggestion on the conscious level can only be successful if made by a person who enjoys authority with the subject (a person who commands an elevated respect on the part of the public such as a doctor receives in our society). In the experiments conducted at the Institute of Suggestology it was concluded that memorization of basic material (foreign language words and phrases) increased considerably because of the suggestive power of authority, i.e., students remember best what comes from a well-known, highly respected authority. (Bancroft, 1976:27-32)

Lozanov claims that increased receptivity to the information coming from the authoritative source is usually unconscious. "The role of authority in the communication process must not be too obvious for the more subtle and understated the techniques used by the one in authority, the greater the suggestibility of the recipient. Anti-suggestive barriers are more easily overcome if the student (or patient) is unaware, at the conscious level, of the actual techniques being used." (Bancroft, 1976:33)

Although Americans may be uncomfortable with some aspects of the Soviet authoritarian concept, Lozanov's method asserts that an authority increases the motivation of the students and therefore the teacher must effectively play the role of an authority in the classroom maintaining the correct demeanor, establishing a distance between himself and the students and at the same time offering sympathy and understanding. One of the purposes of this is to put the student in the role of the child wherein it is believed by the scientists at the Institute of Suggestology that he will overcome the limitations of human memory and regress to a stage at which memorization is more spontaneous. This is called Infantilization. (Bancroft, 1976)

It is at this point that Suggestopedia discusses the overcoming of mental blocks to learning. According to this theory, the three principal barriers to the reception of suggestions are emotional, logical and ethical. "The process of 'de-suggestion'...is largely one of overcoming the mental blocks to greater memorization." (Bancroft, 1976:35) Bancroft further reports that hypnotic suggestion liberates the mind and thereby activates the reserves of the mind, thus enhancing memorization.

Lozanov stresses the importance of physical and mental relaxation in order to be open to suggestion. He claims that mental relaxation is of greater importance to teaching than muscle relaxation. "A state of mental relaxation in a pleasant and calm atmosphere is extremely important for the diminution of fatigue, stress and strain and for the achievement of hypermnesia and speed and accuracy in work." (Bancroft, 1976:42) He advocates a pleasant stimulating environment with no negative

suggestions to ensure positive emotions at the unconscious level. (Bancroft, 1976) The learning conducted under these ideal conditions is termed "concert psuedo-passiveness" and means that a student is much more receptive to suggestion when deeply relaxed but not necessarily hypnotized. (Lindeman, 1979:28) It appears to be a trance-like state in which the entire group participates. One of the details worth mentioning is that in addition to providing pleasant surroundings, eighteenth century baroque music is played during the "concert pseudo-passive" learning sessions.

"...Dr. Lozanov believes he has created -- a teaching method that speeds up learning fifty times, increases retention, requires virtually no effort on the part of the students, reaches retarded and brilliant, young and old a ke, and requires no special equipment." (Ostrander and Schroeder, 1970:291)

Although the Lozanov approach offers some fascinating material for consideration there is, from our Western point of view, a lack of satisfactory scientific data to support the findings. Jane Bancroft suggested in 1976 that many of the ideas behind the approach constitute an original contribution to education that should be translated into Western terms and reconstructed in order to provide statistical evidence to support the theories.

In January 1979, two papers were presented on suggestion and education at a TESOL convention in Texas. Mary Lindeman discussed the historical precedent of suggestopedia and Valdemar Pheonix

investigated the technique. Phoenix, who considers the authority aspect of suggestology to be the most important part, concluded that the Lozanov "...approach is not simply a method of presenting material which can be used today and skipped tomorrow. The use of suggestion in the classroom means that the total behavior of the teacher is a crucial factor in the success of a student with whom the teacher has contact...Previous studies on research methodologies have shown that methodology really doesn't make a difference. That is, over time, all methodologies even out. What does matter, it would appear, is the behavior of the teacher, on a personality level, on conscious and subconscious planes. With the addition of a suggestive approach to our present methodologies, the author feels that we can really make a difference." (Phoenix, 1979:20-21)

The preceeding information on the Lozanov method is an example of hypnotic technique being used to facilitate language learning. Leslie Ann Williams uses her own version of the Lozanov technique in her teaching which is language related. She claims, as does Lozanov, that through self-hypnosis or positive suggestion the learning process is accelerated. She talks about combining behavior modification and hypnosis. She says that with the combination of hypnosis and behavior modification, the habit change is made in the subconscious rather than having to rethink the possitive behavior and that the new habit takes over. She believes in transferring the responsibility for change from the teacher to the student. There are a number of studies on the combination of different methods of behavior modification and hypnosis which bear consideration in another paper.

"Suggestopedic language programs have been started in Canada, Austria, and most Eastern European countries. The Moscow Olympic Committee is considering using the method to train workers to speak French or English during the 1980 Olympics. In the U.S. Suggestopedic courses are offered by Mankind Research Unlimited (MRU) in Silver Spring, Maryland, and by Language in New Dimensions (LIND) in San Francisco." (Lindeman, 1979:28-29)

Suggestology, or SALT (suggestive-accelerative learning and teaching) is now being experimented with in a few school systems in the U.S. It is an adaptation of the Lozanov method and employs the power of suggestion in the classroom. Suggestion is systematically used in a carefully contrived academic setting using a broad spectrum of such supportive techniques as physical and mental exercise, music and fantasy. Teachers volunteer for the program and once selected receive up to 120 hours of specialized training. To date, a few schools in Texas, Illinois, Kansas, New Mexico, California, and Iowa have been trying out the method. Iowa has done a two-year study of the effects of "suggestological" teaching on several hundred school children the results of which have not yet been published. (Fincher, 1978:64)

In Memory, Meaning and Method, Earl Stevick says that language study is not just an oral-aural skill or a cognitive ability but a "total human experience". (Stevick, 1976:Xi) Because language involves the whole person, new methods of

language teaching have been and are being developed in which not only the apparent cognitive avenues are being used to teach language but also the dimension of "depth" is being added which takes into account the psychological aspects of language learning. (Stevick, 1976:34-36) It is now recognized that the purpose of language is communication and that rote memorization alone does not facilitate communication. To communicate, understanding must take place and the key to understanding is locked in the deep recesses of the subconscious. Some of the newer methods of teaching foreign language are unconventional, psychologically oriented, based on the motivation of adult foreign language learners in terms of the students' relationship to their teachers and their learning environment, and are proving to be very effective. Stevick discusses some of these methods[6] and also the work of Georgi Lozanov. He outlines the principles of Lozanov's work and concludes by saying: "This brings us to Principles II and IV, which have to do with the psychic state of the learner. Here is where the theoretical and experimental basis of Suggestopedia is much more fully elaborated than we find with any other system of language teaching, and here lies, in my opinion, its most distinctive and its most interesting contribution. Suggestopedia...tells us that once doubts and defenses have been removed, nothing can stop a learner who has the usual extrinsic motivations." (Stevick, 1976:158)

Any objective analysis of the language learning process facilitated by hypnosis alone is disappointing. However, hypnosis in conjunction with other teaching techniques such as employed

by Lozanov in Bulgaria, SALT, and Leslie Williams in the U.S., seems to produce effective results. "...Among all aspects of human behavior verbal behavior is the most refractory to any analysis...language seems to prohibit any insight into the unconscious motivation underlying it. It is perhaps too difficult for our Ego to admit that we are not completely free in our thought processes or in choosing our verbal expressions, that we may say something inadvertently, not being aware of it, or reveal something that we would rather withhold...Whatever we say seems to be our own; we do not feel like speaking 'according to' thought processes conveyed to us through our verbal heritage. We do not believe anymore that sometimes not we are speaking our language, but our language is speaking through us as if it were a post-hypnotic suggestion implanted into us. Perhaps this, more than anything else, explains why no analytical interpretation of language has yet been attempted." (Thass-Thienemann, 1968:2)

And perhaps this explains why it is difficult to analyze why hypnosis is apparently so effective when applied to language learning while results of clinical analysis do not fully support what is observed first hand.

Conclusions and Implications

Evidence shows that hypnosis and particularly hypnotic technique, can be a valuable tool for educational purposes and for language learning.

Hypnosis, however, is not a panacea. It is important to recognize the limitations of hypnosis before one gets carried away with its benefits. John Kihlstrom warns that hypnosis is a single treatment technique that does not work for everyone. He recommends that hypnosis not be used by itself but as an adjunct to counseling in any situation. It must be kept in mind that what works for one person does not necessarily work for another and therefore the use of hypnotic techniques must be combined with other methods in order to be of value in the language class.

The problem of who is qualified to use hypnosis is a difficult one since there are few regulations at this time concerning the practice of hypnosis. Standards would have to be set for this type of specialization.[7] The possibility of abuse of the power of suggestion is always present whether hypnotic techniques are being overtly used or not. The best way to assure that our children are not being taken advantage of is to see to it that we choose supportive teachers with personal integrity whose primary purpose is to provide the students with the necessary tools to learn and evaluate information, not for the purposes of manipulation. Hypnosis is a positive means to enhance learning that is of no danger so long as it is used correctly by well-trained stable teachers who are interested in the welfare of their students. In any event, it should be stressed that light suggestive techniques are the most appropriate for educational purposes and that deep trance states should be reserved for therapeutic purposes.

Hypnosis appears to clearly provide three important functions for those students who believe in it and are suggestible. It serves as a catalyst for change, a motivating factor and a coping mechanism. Once it has brought about successful results, it is very possible that it may no longer be needed until another situation presents itself wherein the student is stymied and than it can once more be called upon.

There is no clear-cut distinction between hypnosis, self-hypnosis and the use of waking suggestion. As stated earlier in this paper, there appears to be a continuum with a deep hypnotic trance state falling at one end, a normal receptivity to suggestion at the other, and various degrees of relaxation, concentration and suggestibility in between. Although Lozanov insists that Suggestopedia is not hypnosis, his method does use suggestion and auto-suggestion to create a "free state of consciousness" or meditative state which permits the brain to absorb knowledge more efficiently because it is freed from distractions. (Ostrander and Schroeder, 1970:292) He also uses Suggestopedia in Bulgarian medical clinics for both psychotherapy and for "thought anesthesia" during surgery as well as for many other purposes. (Ostrander and Schroeder, 1970: 238) He considers this to be a facet of parapsychology of which hypnosis is also a part. It is a question of semantics as to whether or not Suggestopedia can be labeled a hypnotic technique. Certainly, the name Suggestopedia is a propitious choice and does not conjure up the negative reactions and taboos that accompany the word hypnosis. Nevertheless, it remains that Lozanov, in earlier years, was a practitioner of hypnosis in his capacity as a medical

doctor and suggestology seems to be a hypnotic technique that uses hypnosis of a light plane.

We complain about how much information of dubious value our children absorb through the media of television and yet in our schools we totally ignore how advertising methods capitalize on the power of suggestion. It is important that we take advantage of positive methods to facilitate learning. Too many of our young people are turned off by education today because of the negative methods that are in use to impart knowledge. We should take advantage of the expertise of our most successful advertising executives. Educational T.V. programs such as "Sesame Street" and "Electric Company" have been very successful at using the power of suggestion to teach young children many of the basic language skills at home.

The use of hypnotic techniques in education have the potential of becoming a strategy for the learner as well as for the teacher. Response to hypnotic techniques can be improved by means of practice and training but, as was mentioned earlier, each person is limited by his own "plateau-hypnotizeability level". Unfortunately, those students who need the advantages that hypnotic techniques have to offer the most are often the ones who are the least susceptible to the learning situation with or without hypnosis. Since the "plateau-hypnotizeability level" does not stabilize until late adolescence, perhaps we could start at a very young age to give children susceptibility training that would enable them to take full advantage of the young child's natural ability to learn, for the duration of their life.

Erika Fromm describes hypnosis as a "wonderful" method. John Kihlstrom agrees that hypnosis could be of therapeutic value for some people in removing psychological blocks to learning. Doris Gruenewald carries it a step further by explaining that by dissipating psychological learning blocks at the therapeutic level the mechanisms for change are stimulated thereby providing positive motivation. She also talks about the facets of relaxation and concentration being beneficial to the learning situation. She speaks of total relaxation techniques where the children put their heads down on their desks and relax. The Lozanov method claims to have amazing results, the most notable of which is the acquisition of super memory. Perhaps they are using people who all have a high susceptibility level to participate in their language learning program in which case the results would be more effective. Leslie Williams reports remarkable progress teaching with a combination of hypnotic techniques and behavior modification - progress that she did not see in her students before she began using these methods.

These are extravagent and exciting claims. The results of some clinical studies are disappointing, others are very encouraging. The limitations and variables mu always be taken into account and one can find various studies to support either side of the issue. The first-hand accounts of accelerated learning that takes place when the students respond to this

manner of language teaching are impressive. One cannot dismiss the fact that at this stage some things can't be fully explained.

"I...prefer to think that the understanding of any verbal communication is not as obvious as it seems to be. It is a rather complicated process; its interpretation needs something more than mere common sense. A better understanding of our language involves a better understanding of ourselves." (Thass-Thienemann, 1968:2) Hypnosis, by unlocking the secrets of the subconscious, can teach us more about the language learning process[8] and more about ourselves. By teaching our students the art of self-hypnosis, perhaps we can help them to realize their own goals with less effort for use in the classroom as well as in all of their endeavors. When one knows how to believe in oneself, one's accomplishments are limitless.

Research studies should definitely continue to try to answer the myriad questions concerning hypnotism and learning. But in the light of positive research results and enthusiastic claims of experienced language teachers using hypnosis in their classes, it is felt that hypnotic techniques can be utilized to facilitate language learning in conjunction with other techniques and should be seriously considered by experts in the field.

Footnotes

[1A]Recently a controversial use of hypnosis in the classroom at the junior college level occurred in Florida in which the teacher is in jeopardy of losing his job. (Kohlman, 1979:1A)

[1]There are studies that show evidence that both hypnosis and certain drugs can significantly increase the subject's responsiveness to suggestions and trance-like experiences but some studies report that repeated exposure to drugs does not enduringly enhance waking suggestibility and/or "tranceability", and that in fact it has a reverse affect. (Bowers, 1976:75-76)

[2]A study on the relative effectiveness of systematic desensitization and hypnosis in alleviating test anxiety proved inconclusive when done with community college students. It was concluded that the behavioral change techniques, found successful with other populations, might not be suitable for two-year college students and would have to be critically examined. (Simons, 1976)

[3]This study appears to have procedures in common with Curran's Counseling-Learning approach to language learning. (Stevick, 1976)

[4]Dissociation is the term that we use to refer to the ability to register (and sometimes respond to) information that is not consciously perceived. The capacity for dissociation in a highly susceptible subject facilitates absorption of information. It is revealed in hypnosis and in waking life. (Bowers, 1976: 138)

[5]This refers to the Soviet's idea of genuine authority based on the knowledge of one's subject, a sense of responsibility, a feeling of patriotism and a devotion to society, and a sympathetic understanding of one's fellow man. The authority of the group or collective is also considered important and the individual is expected to subordinate his desires to the will of the group. (Bancroft, 1976:28)

[6]The Silent Way (Gattegno, 1972) and Counseling-Learning (Curran, 1976)

[7]See "Proposals for Education and Training in Clinical Hypnosis", for guidelines to training programs sponsored by ASCH, one of the two professional hypnosis societies - The American Society of Clinical Hypnosis (ASCH) and the Society for Clinical and Experimental Hypnosis (SCEH). (Woody, Houck & Thompson, 1969)

[8]Posthypnotic amnesia is the forgetting of trance events. A person who is under hypnosis can be given a suggestion to forget what they did or thought or said while under hypnosis. It is a "suggested forgetting". (Bowers, 1976 p. 41)

A study done by Evans and Kihlstrom in 1973 suggests that it is the amnesic condition not just the differences in suggestibility that accounts for the fact that only the high-susceptible subjects were not able to retrieve the information in the order in which it had been given. "I have argued that posthypnotic amnesia is experienced as a real inability to remember and that genuine forgetting does take place, at least on direct measure of memory... really forgetting something is not equivalent to never having known about it in the first place. The forgotten material is stored in the brain, but the subject's access to it is very limited... the retrieval problem exemplified in posthypnotic amnesia may result from a temporary disruption of cognitive organization - an organization that usually provides a basis for an orderly retrieval of stored memories." (Bowers, 1976 p. 52)

Further study of the temporary disruption of cognitive organization while under the influence of posthypnotic amnesia could provide a clue as to why so many people have problems with recall and might lead to new insights into how to deal more effectively with this problem in language learning. For more recent information on this subject refer to J.F. Kihlstrom and F.J. Evans (Eds.), Functional Disorders of Memory. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1979, in press.

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